

mary factor of greatly increasing the library budget, to providing additional staff members, paying better salaries, remodelling the building—if a donor can not be found to provide a new one—reorganizing the management and control, and carefully developing the book resources to support adequately the university's program of instruction and research. The report suggests an additional purpose in the expressed hope that the university may obtain some "substantial help from sources outside of the state," since the "public revenues of the state are for the time being too limited" and the need is urgent and of more than local concern.—*Peyton Hurt, Williams College, Williamstown, Mass.*

The Classified List of Periodicals for College Libraries;

The Classified List of Reference Books for College Libraries. Southern Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. Birmingham, Alabama, 1940. 15p.; 40p. ea. \$1. (Mimeographed)

AT THE MIDWINTER MEETING of the A.C.R.L. Dean Brumbaugh of the North Central Association cautioned us against using book and periodical lists compiled by accrediting agencies for buying purposes. One cannot help but query why, if such lists can validly be used as testing tools, they should not also be used as book selection aids. Not that one would advocate blind adherence to the lists in question, but in representing the pooled judgments of experienced librarians, they are admirably suited not only for use by an accrediting agency in measuring the adequacy of a given library, but can also be used by the librarians of junior and four-

year colleges for a qualitative analysis of their own collections.

The periodicals list compiled under the direction of Guy R. Lyle and Virginia Trumper of the Woman's College of the University of North Carolina is based on the 409 titles included in their *Classified List of Periodicals for the College Library* (2nd ed., 1938), which were ranked by the seventy-five librarians who cooperated in the project. The final list reflects their estimates of these titles and includes a few additional titles suggested by them. Arrangement is by the subjects in a college curriculum, with further subdivision into essential and desirable titles. Eighty-one titles suited to the junior college level are starred. The present reviewer doubts if forty-two periodicals in education are desirable for a liberal arts college, but this is the only list with which the reviewer disagrees seriously. On the whole the quality of selection is high and if a college library were to have all of the journals represented, faculty members and students would have access to a wide variety of material of current interest and future college generations provided with a record of the history and thought of our times.

The reference list, compiled under the chairmanship of Mrs. Frances Cheney, reference librarian of the Vanderbilt University Library of Nashville, is likewise the result of cooperative effort. It, too, is arranged by subject and subdivided into essential and desirable titles. Of the 778 titles, 305 are starred as essential for junior college libraries. In inclusiveness the list falls somewhere between Shores' *Basic Reference Books* and Mudge's *Guide to Reference Books*. Considerable ingenuity is shown in supplying general treatises for subjects for which adequate reference books are not available. In both lists

there are a few surprising omissions, notably, in the reference list, Brunet's *Manuel du Libraire*, Northrup's *Register of Bibliographies*, *Who Was Who*, Rice's *Dictionary of Geological Terms*, Shaw's *Manual of Meteorology*, and *Enciclopedia Italiana*; in the periodical list, *Duke Mathematical Journal*, *Economic History Review*, *E.L.H.*, a *Journal of English Literary History*, and *Speculum*. Presumably these titles have been considered and voted out by the librarians cooperating with the project. The difficulty which the compilers will have in keeping the lists up to date can be illustrated by the fact that the *Annalist* has merged with *Business Week*, *Forum* and *Century* with *Current History* since the periodical list was compiled. Groves' *Dictionary of Music and Musicians* and Thorpe's *Dictionary of Applied Chemistry* have new volumes, Kingzett's *Chemical Encyclopedia* is in its fourth edition, and Langer's *Encyclopedia of World History* now takes the place of Ploetz's *Manual*. This difficulty will be met in part by the "Current Reference Aids" section of *College and Research Libraries*. Would it be possible for those responsible for this section to note items especially suited to the junior college and the four-year liberal arts college?

These are, however, but minor matters, for the fact remains that these two lists are the best tools now available for a self-analysis of reference and periodical holdings for junior college and four-year college libraries. Because of their arrangement, they can be readily used by librarians in conferring with faculty members. They will strengthen the plea of librarians in asking administrative officers for funds for materials of long-time usefulness. In citing items of peculiar interest and value

to institutions in the South, it is to be hoped that they will challenge other regional library groups to go and do likewise. Dr. A. F. Kuhlman, chairman of the Steering Committee on Standards for College Libraries of the Southern Association, and Mrs. Frances Cheney, chairman of the advisory committee, are to be congratulated on achieving these lists which are part of what is modestly termed "A Preliminary and Partial Report on a Project to Develop Criteria for Measuring the Adequacy of College Libraries." —*Flora B. Ludington, Mount Holyoke College, South Hadley, Mass.*

A New Design for Women's Education.
Constance Warren. Stokes, 1940. xiii, 277p. \$2.

A New Design for Women's Education, with true Chaucerian gusto "makes avaunt" that Sarah Lawrence College, of which the author is president, and Bennington College as well, were the first in a group of institutions that have broken away from an older educational pattern, in order to create a new design having its center at the point where the interests and the needs of individual students cross. In so doing, they have removed the learning of subject matter from its usual high rank among the offerings of the typical four-year liberal arts college, substituting an educational concept "which has accepted frankly this new objective of making the whole college experience serve each student to the best of its ability rather than serve scholarship as an end in itself."

Miss Warren's description of the new design at Sarah Lawrence is not weighted with the dullness which so often comes from the educator's favorite vice—an infinite capacity for taking pains. Instead, it has a fine quality of readableness, and